

DR. MEGHANN
MEEUSEN

ENGL 6900:
SCHOLARSHIP
AND WRITING IN
THE PROFESSION



Spring 2020

Course Objectives



Contact Info

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Office Hours

625 Sprau Tower

Tuesday 10am-2pm

*I am also available outside of
these times by appointment.*

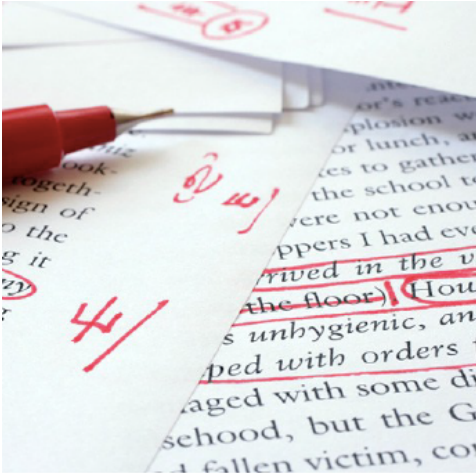
Mentoring and Collaboration: Students will select a faculty mentor and cultivate a relationship with this expert in their field of study in order to interrogate the nature of academic discourse and writing technique in their subspecialty.

Genre/Journal Analysis: Students will select, evaluate, and analyze texts similar to the work they wish to produce and use a rhetorical genre studies approach to increase their writing and analytical proficiency.

Textual Production: Students will produce a polished written work in their chosen field of expertise, utilizing “workshop” review and editorial strategies to improve their writing process and technique.

Academic Discourse: Students will work consider their place in academic discourse and explore the challenges of academic writing from a multi-faceted perspective.

Oral Communication: Students will adapt their research and written work into an oral presentation, sharing their capstone essay in both a conference-style academic presentation and distributing their polished writing to members of their academic community.



Assignments

JOURNAL REPORT AND ARTICLE ANALYSIS

In order to discern best practices in writing style and technique, as well as the rhetorical situation of the work they plan to compose, students will study journals and specific articles in their field of study, reporting common characteristics and conventions. Students compose several reports about these journals/articles, tracking style, argument, critical engagement, etc, in order to begin revising their drafts toward these models.

MENTOR REPORTS: Students will meet with a mentor throughout the semester (at the faculty member's discretion) and then reflect on these meetings and conversations by composing two reports that detail how discussions with the mentor are contributing to writing development.

FACULTY GUEST DISCUSSION QUESTIONS: In preparation for the two visits from faculty during the semester, students will compose questions that will facilitate discussion with these speakers.

DRAFTING AND COLLEGIAL FEEDBACK: Students will compose at least three revised drafts of their article (not including the initial draft from the start of the semester), and they will respond to colleague's drafts by offering specific and respectful feedback. To help aide in their colleagues' offering of feedback, drafts should be accompanied by a memo highlighting areas of concern that the writer wishes to be specifically addressed.

FINAL CAPSTONE ESSAY: Students will compose a polished piece of academic writing for submission to an academic journal or other similar venue of their choosing. This capstone essay acts in partial fulfillment of the requirements of the degree of Masters of Arts in English or Master of Arts in English with an Emphasis on Teaching.

FINAL ACADEMIC PRESENTATION: Students will present their work verbally in a final capstone colloquium, sharing their research with peers and members of their academic community in a dynamic and engaging ways. Students will also collaborate to host an event that showcases their work in a way that professionally celebrates their efforts.

Faculty Mentor: While ENGL 6900 is led by a single faculty member, this instructor acts as a facilitator for students to work with other faculty mentors. After selecting the essay they wish to revise toward the aim of publication, students will select a faculty member with familiarity with this work with whom to collaborate. Students will build a relationship with this faculty member throughout the course of the semester and he/she will act as the primary contact, expert, and evaluator for the work that the student produces for the capstone essay.

Tentative Schedule and Class Meetings:

As much of the work for class is completed independently, in collaboration with peers, or with your faculty mentor, we will not plan meet every week for class. However, if need arises, this schedule is subject to change, and additional class meetings (within the assigned classtime) may be required.

Procedures & Resources

Attendance: As active participants in an academic community, students must attend class every day. As part of the attendance policy, attendance/response writing points (including quizzes) can ONLY be earned if a student is present in class. Students are responsible for any/all content they miss during class.

Please demonstrate professionalism by arriving to class on time and waiting until class concludes before packing up belongings for departure.

Late Work: I do not accept late work. Although I reserve the right to make exceptions to this policy, this is only possible after a discussion with me. If you foresee a problem completing an assignment on time, please contact me at least 24 hours in advance, and we can discuss possible arrangements.

Resources: Please make yourself familiar with the following campus services and policies; if you have any questions, don't hesitate to ask:

- Disability Services for Students www.wmich.edu/disabilityservices
- Division of Student Affairs / Diversity Questions www.wmich.edu/students/diversity
- Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy www.wmich.edu/sexualmisconduct
- Religious Observance http://www.wmich.edu/facultysenate/downloads/MOA0702_religious_observances_final.pdf
- Office of Student Conduct www.wmich.edu/conduct
- Civility Statement http://wmich.edu/sites/default/files/attachments/u370/2016/Civility%20Stmt.7-27-16_0.pdf

If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or accommodation in this or any other class, please call Disability Services at (269) 387-2116 or visit them at Woodlawn Place. Please don't hesitate to speak with me about ways to meet your needs in this capacity.

Additionally, I am more than happy to discuss ways that this course could better meet any student's needs, and I encourage anyone who is struggling for any reason to contact me. I will do my very best to fairly accommodate all students who express concern in a respectful way.

Academic Integrity: Students are responsible for making themselves aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The academic policies addressing Student Rights and Responsibilities can be found at

<http://catalog.wmich.edu/content.php?catoid=24&navoid=974>.

If there is reason to believe you have been involved in academic dishonesty, you will face academic penalty based on the infraction's severity, which can include a failing grade and/or referral the Office of Student Conduct. Please consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment.

Dr. Meeusen's private phone, for emergencies only: 586-651-0289



Inclusivity

In my classroom, all are welcome. We listen to each other, and we practice respect, kindness, and compassion. We seek to understand each other, and we value everyone's perspectives, including (and especially) perspectives of those who are marginalized due to race, gender, sexuality, disability, ethnicity, religion, class, and any other construct that defines a person's sense of self. We strive to critically explore ideologies that prevail in our society, and we seek to consider the destructive nature of power dynamics that perpetuate inequality.

If anyone in the class behaves in a manner contrary to these values, I will respectfully address the behavior directly. I also encourage anyone who feels that these values have been disrespected or violated to respectfully speak up and/or speak with me privately. This includes instances in which my words or actions do not align with this statement of inclusivity, for I acknowledge that we are all human beings who make mistakes, and only in learning about how our behavior affects others can we become more positive members of society. If you have questions or concerns about this statement, please speak to me immediately.